



*Great Public Schools for Every Student*

## Organizing: Identifying Leaders through One-on-Ones

Leader engages in identifying leaders by building relationships and conducting one-on-ones.

### Key Method

The leader engages in one-on-ones to establish and maintain relationships with members. Members' commitment to work together to achieve a common purpose creates power, which is developed through relationships.

### Method Components

#### Who are leaders?

Leaders are those who take responsibility for enabling others to achieve purpose in the face of uncertainty (Ganz). Organizers understand processes and strategies for member recruitment, engagement and retention, with the intent to understand and influence member participation, attitude, and collective action.

#### Why is it important to identify leaders?

Our power as organizers comes from building relationships. When we want to create change, leaders cannot do it alone. To build a powerful campaign, an organizer has to identify and recruit others to work with them (Ganz). Associations can retain members by identifying their leaders and giving them new tasks to see how engaged they will become. Participating in a one-on-one allows leaders to better understand the individual needs of educators. It helps them gather information that can better inform their organizing campaign.

#### Key elements of organizing include:

- Identifying leaders and coordinating them into leadership teams
- Building community and commitment around common goals
- Building power from the resources of that community
- Using that power strategically to make concrete change in the world (Ganz).

#### Key elements of effective identification of leaders include:

- **Relationship Building** – the key to organizing, because it is the association of people with each other, not simply

the aggregation of individual resources, that can create a whole that is greater than the sum of its parts (Ganz).

- **The Story of Self** – telling personal stories of challenges we have faced, choices we have made, and what we learned from the outcomes. Stories allow us to express our values not as abstract principles, but as lived experience. They have the power to move others. Stories are specific – they evoke a very particular time, place, setting, mood, color, sound, texture, taste. The more you can communicate this specificity, the more power your story will have to engage others (Ganz).
- **One-on-Ones** – individual meetings between an organizer or leader and collaborator or potential member. The primary purpose is to build a relationship out of which further involvement in the organization may develop. The meeting is successful if it ends with a commitment to a “next step,” which may just be another meeting. This tactic is very useful for building solid relationships among people who might not otherwise have them (Ganz).
- **Focus Groups** – discussions among small groups, guided by a trained leader or facilitator. They are used to learn about opinions on a designated topic and to guide future action. Focus groups are similar to needs assessment surveys.
- **Listening Tour** – the gathering of input from a diverse set of members and potential members across a wide range of planned association activities. A listening tour gives a leader an opportunity to gather information and input from others before making decisions (Kevin Eikenberry). Having clear intentions for the tour will help you focus on what you want to learn, determine who to include in your tour, decide what types of questions to ask, as well as help you bring about any other desired outcomes (such as building relationships). Entering a tour with “listening goals” can also help you tune in more acutely to the conversation and pick up on pertinent information offered (Eileen Chadnick, October 2015).
- **Data collection** – the administering of surveys and forms to identify issues, for longitude issue tracking, data management, and to narrow the range of responses for accurate data collection.

## Supporting Research

National Education Association. *NEA Leadership Competencies Guide*. Washington, DC: 2015. Web.

[https://www.nea.org/assets/docs/CompetencyGuide\\_2015.pdf](https://www.nea.org/assets/docs/CompetencyGuide_2015.pdf).

The competencies are designed to prepare NEA members to lead relevant and thriving education associations. They define for our association what its leaders should know and be able to do in the areas of professional practice, organizing, advocacy, communications, business, governance and leadership.

Nohria, N., and R. Khurana. *Handbook of Leadership Theory and Practice an HBS Centennial Colloquium on Advancing Leadership*. Boston, MA: Harvard Business, 2010. Print.

The researchers found that leaders need to build relationships to create opportunities for interests to grow, change, and develop, in order to change social conditions.

Ganz, Marshall. *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*. Oxford: Oxford UP, 2010. Print.

The researchers found that for leaders to overcome challenges, they must explore the role of relationships among those involved.

## Resources

### One-on-ones

AHUEY sample

<http://www.labornotes.org/sites/default/files/23AHUY.pdf>

An Organizing Conversation

<http://www.labornotes.org/sites/default/files/22AnOrganizingConversation.pdf>

*Relational Organizing Resources: The Art of One-on-One Meetings.*

<http://mceanea.org/wp-content/uploads/sites/12/2014/09/Primer-on-One-on-Ones.pdf>

Listening Tours

NEA: Ask an Educator Listening Tour Booklet

[http://www.nea.org/assets/docs/NEA16022\\_National-List-Tour-Booklet\\_v3.pdf](http://www.nea.org/assets/docs/NEA16022_National-List-Tour-Booklet_v3.pdf)

## **Building relationships and identifying leaders**

The Teacher Leadership Competencies

[http://www.nbpts.org/sites/default/files/teacher\\_leadership\\_competencies\\_final.pdf](http://www.nbpts.org/sites/default/files/teacher_leadership_competencies_final.pdf)

Leading Change: Leadership, Organization, and Social Movement

<http://marshallganz.usmblogs.com/files/2012/08/Chapter-19-Leading-Change-Leadership-Organization-and-Social-Movements.pdf>

The Practice of Social Movement Leadership

<https://mobilizingideas.wordpress.com/2017/06/23/the-practice-of-social-movement-leadership/>

Six ways to get your union's membership involved in your organizing programs

<https://www.youtube.com/watch?v=586-OAFgd7E>

Ganz, Marshall – Web module "Organizing: People, Power and Change"

<https://projects.iq.harvard.edu/ganzorganizing/home>

## **Debriefing**

Effective Debriefing Tools and Techniques

<https://onlineteachingandlearning.wikispaces.com/file/view/Processing+Effective+Debriefing+Tools.pdf>

Conducting a Successful Debrief for Evaluation in Organization Development

<https://instituteod.com/conducting-successful-debrief-evaluation-organization-development/>

Debriefing Techniques

<http://www.supportrealteachers.org/debriefing-techniques.html>

Cognitive Coaching

[http://www.mnlowincidenceprojects.org/documents/coachingInitiative/asd\\_coachingInitiativesPacket\\_cognitiveQuestions](http://www.mnlowincidenceprojects.org/documents/coachingInitiative/asd_coachingInitiativesPacket_cognitiveQuestions)

Eikenberry, Kevin; "Want to Be a More Effective Leader? Take a Listening Tour." Leadership and Learning, March 2011

<http://blog.kevineikenberry.com/leadership-supervisory-skills/want-to-be-a-more-effective-leader-take-a-listening-tour/>

A Guide to Organizing Women's Committees: Everything You Need to Know to Make a Difference! by Jane LaTour, with Lois Gray and Maria Figueroa, published by the Worker Institute at the Cornell University ILR School and the Berger-Marks Foundation (page 10)

[www.bergermarks.org/download/Workshop\\_for\\_Womens\\_Committee\\_Guide.pdf](http://www.bergermarks.org/download/Workshop_for_Womens_Committee_Guide.pdf)

## Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score for Parts 1 and 3 and a Proficient for each component in Part 2.

### Part 1. Overview Questions

300 word limit

Please answer the following:

- Describe the recent history of your worksite or local affiliate, including changing contexts (both internal and external) to explain the current climate.
- Describe your experiences of building relationships with educators at your worksite or local affiliate.
- Describe your experiences with coaching. How has coaching been used to develop leadership at your worksite or local affiliate?

- **Passing:** Responses fully address each of the bullet points, using examples and supporting evidence. Writing is organized and easy to understand.

### Part 2. Work Examples / Artifacts

To earn this micro-credential, submit the following four artifacts.

#### Artifact 1

Make a list of eight educators from your worksite and/or local affiliate with whom you would like to build stronger relationships. Consider: early career educators, educators with whom you suspect you share values that can motivate others to act for change, and educators who have a great interest in bringing change. On your list, include the following information about each educator:

- Initials only (please do not include any information that makes individuals identifiable)
- Position

- Reasons why you would like to a build a stronger relationship

## Artifact 2

Identify 4–6 educators from your list (Artifact 1) and have one-on-ones with them. For each one-on-one, compile the following information into a spreadsheet:

- Initials of educator (please do not include any information that makes individuals identifiable)
- Reasons for being an educator
- Values, interests, and skills
- Challenges facing them at their worksite
- Hopes for their worksite and improvements they would like to see at their worksite

## Artifact 3

Ask 2–3 of these educators (the leadership team) to have one-on-ones with two educators from their worksite and/or local affiliate with whom they would like to a build a stronger relationship. Strongly encourage them to consider: early career educators, educators with whom they suspect they share values that can motivate others to act for change, and educators who have a great interest in bringing change. Collect data from these 4–6 one-on-ones that capture the following:

- Initials of educator (please do not include any information that makes individuals identifiable)
- Reasons for being an educator
- Values, interests, and skills
- Challenges facing them at their worksite
- Hopes for their worksite and improvements they would like to see at their worksite

## Artifact 4

(10–15 min maximum) Video a debriefing conversation with the 2–3 educators on the leadership team. In your debriefing, ask the following questions:

- What did you learn about the common values and interests that motivate these educators to act?
- What did you learn about their challenges and the hopes they have for their worksites?
- Of the educators with whom you had one-on-ones, which would you select for a leadership team, and why?
- What did you learn about the common values and interests that motivate each of you to act?
- What did you learn about the skills and resources that each educator could bring to this leadership team?

	Proficient	Basic	Developing
Artifact 1 Leadership Identification List	<p>List contains data of eight educators from the leader’s worksite and/or local affiliate.</p> <p>Data is organized, easy to follow, and has the following information for each educator: name, position, contact and worksite information, and reasons why the</p>	<p>List contains data of fewer than eight educators from the leader’s worksite and/or local affiliate.</p> <p>Data is organized, easy to follow, and has some of the following information for each educator: name, position, contact and</p>	<p>List contains data of fewer than eight educators from the leader’s worksite and/or local affiliate.</p> <p>Data is unorganized and information is incomplete. Grammar, spelling and sentence structure may inhibit clear communication.</p>

leader would like to a build a stronger relationship.

worksite information, and reasons why the leader would like to a build a stronger relationship.

Artifact 2  
One-on-one Data Collection

Data is organized. It is easy to follow, and to find information.

Data is organized. Some information may be missing.

Data is unorganized and information is incomplete.

List contains the following information for 4–6 educators: their initials reasons for being an educator, values, interests, and skills, challenges facing each educator at their worksites, hopes, and improvements each educator would like to see at their worksites.

List contains some of the following information for 4–6 educators: their initials, reasons for being an educator, values, interests, and skills, challenges facing each educator at their worksites, hopes, and improvements each educator would like to see at their worksites.

List contains some of the following information for fewer than 4 educators: their initials, reasons for being an educator, values, interests, and skills, challenges facing each educator at their worksites, desired hopes and improvements each educator would like to see at their worksites.

Grammar, spelling and sentence structure enhance clear communication.

Grammar, spelling and sentence structure allow for clear communication.

Grammar, spelling and sentence structure may inhibit clear communication.

Artifact 3  
One-on-one Data Collection

Data from the leadership team's one-one-ones is organized. It is easy to follow, and to find information.

Data from the leadership team's one-one-ones is organized. Some information may be missing.

Data from the leadership team's one-one-ones is unorganized and information is incomplete.

List contains the following information for 4–6 educators: their names, reasons for being an educator, values, interests, and skills, challenges facing each educator at their worksites, hopes, and improvements each educator would like to see at their worksites.

List contains some of the following information for 4–6 educators: their names, reasons for being an educator, values, interests, and skills, challenges facing each educator at their worksites, hopes, and improvements each educator would like to see at their worksites.

List contains some of the following information for less than 4–6 educators: their names, reasons for being an educator, values, interests, and skills, challenges facing each educator at their worksites, hopes, and improvements each educator would like to see at their worksites.

Grammar, spelling and sentence structure enhance clear communication.

Grammar, spelling and sentence structure allow for clear communication.

Grammar, spelling and sentence structure may inhibit clear communication.

Artifact 4

The leader effectively addresses the following

The leader addresses the following in the debrief

The leader addresses some, but not all, of the

## Debriefing Video

in the debrief with educators: outcomes regarding common values and interests, challenges and hopes at their colleagues' worksites, leadership identification, and a reflection upon their own skills and resources.

with educators: outcomes regarding common values and interests, challenges and hopes at their colleagues' worksites, leadership identification, and a reflection upon their own skills and resources.

following in the debrief with educators: outcomes regarding common values and interests, challenges and hopes at their colleagues' worksites, leadership identification, and a reflection upon their own skills and resources.

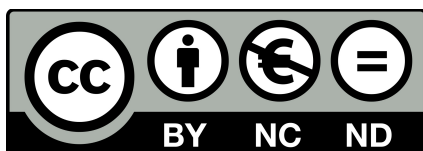
## Reflection

400 word limit

Write a reflection on how these experiences have affected your current practice as an association leader. In your reflection, address the following:

- How can you use coaching to further develop leadership at your worksite or local affiliate?
- What did you learn about the common values and interests that motivate these educators to act, and about the skills and resources that these educators could bring to this leadership team?
- What will be your next steps for this leadership team? What challenges might you face? How can you proactively deal with those challenges?

- **Passing:** Reflection thoughtfully addresses the effect on the leader's current practice, using personal examples and supporting evidence. Reflection is relevant to the micro-credentialing process. Writing is organized and easy to understand.



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